

**YEAR 2 WRITING PROGRESSION** Bold statements are absolutely essential as these are included in the assessment framework for end of Key Stage.

The statements reflect target tracker KPI statements and include slightly more detail from the National Curriculum.

Year	Word	Composition	Vocabulary, grammar and punctuation	Handwriting	Terminology
2	<p>I can break down spoken words into their sounds and write them mostly correctly</p> <p>I can learn new spellings by using words I already know how to spell</p> <p>I can spell many common exception words</p> <p>I can use apostrophes for some contraction (eg. It is – it’s, we are – we’re)</p> <p>I can use an apostrophe to show possession for single nouns (eg. the girl’s book )</p> <p>I can spell some near homophones (eg. buy bye by)</p> <p>I can form nouns using the suffixes -ment, -ness, -ful, -less (eg. sadness, enjoyment, careful)</p> <p>I can use the suffixes –er and –est for adjectives (eg. happier, happiest)</p> <p>I can form adverbs using -ly suffix (eg. gently, sadly)</p> <p>I can form compound nouns (e.g sandpit, superman)</p> <p>I can write the correct spellings and punctuation in simple sentences I hear my teacher say (dictation)</p> <p>See spelling appendix for all spelling rules that need to be taught</p>	<p>I can write a narrative about my own and others experiences – with increasing length and stamina</p> <p>I can write poetry</p> <p>I can write for different purposes, writing long and short pieces of work</p> <p>I can plan my writing by writing down my ideas or talking about them</p> <p>I can plan my writing by writing down key words and new vocabulary</p> <p>I can plan my writing by orally composing each sentence</p> <p>I can edit my work by reading it through to make sure it makes sense</p> <p>I can check that I have used the right verbs to indicate time</p> <p>I can proof read my work and check for spelling, punctuation and grammar errors</p> <p>I can proof read my writing and make corrections after I have spoken to a teacher or another child about it</p> <p>I can read my work aloud with confidence using the tone of my voice to make the meaning clear</p>	<p>I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end</p> <p>I can tell if a sentence is a question, command, exclamation or a statement</p> <p>I can use commas in a list</p> <p>I can use an apostrophe to show possession for single nouns (eg. the girl’s book)</p> <p>I can use apostrophes for some contraction (eg. It is – it’s, we are – we’re)</p> <p>I can use subordinating conjunctions in my writing: when, if, that, because</p> <p>I can use co-ordinating conjunctions in my writing: or, but</p> <p>I can use an expanded noun phrase (eg. the blue butterfly, plain flour, the man in the moon)</p> <p>I can use present and past tense mostly correctly and consistently</p> <p>I can use the progressive verb form to indicate actions in progress in the present time or in the in past (eg. she is drumming, he was shouting)</p>	<p>I can write lower-case letters that are all the same size</p> <p>I can use some of the diagonal and horizontal strokes I need to join letters and know which letters are best left unjoined</p> <p>I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters</p> <p>I can use spacing between words that fits with the size of the letters</p>	<p>I can understand what these words mean and use them appropriately</p> <p>: noun, noun phrase, statement, question, exclamation, compound, suffix, verb, adjective, adverb, tense (past, present), apostrophe and comma</p>

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